DOCUMENT RESUME

ED 386 195 IR 055 610

AUTHOR Boon, Belinda
TITLE The CREW Method: Expanded Guidelines for Collection Evaluation and Weeding for Small and Medium-Sized Public Libraries. Revised and Updated.
INSTITUTION Texas State Library, Austin.
PUB DATE 95
NOTE 73p.; For the first edition (1976), see ED 134 181.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Evaluation Methods; *Library Collection Development; *Library Materials; Library Services; Library Technical Processes; Public Libraries; *Weeding (Library)

ABSTRACT

The method called CREW (Continuous Review, Evaluation, and Weeding) integrates material selection and acquisition, cataloging and processing, and circulation and reference into one ongoing routine that assures that all the necessary indirect services are accomplished in an effective way. This revision of the original guide, published in 1976, responds to a multitude of changes that have taken place in the library field over the last two decades. Updates in the areas of multimedia and computer technology have been added, and options for the disposal of weeded materials have been augmented. This manual is designed for use primarily by community and branch librarians who are anxious to provide their patrons with efficient, effective service in a pleasant, attractive library setting. It attempts to describe in a step-by-step fashion a method of carrying out the five processes of "reverse selection:" inventory, collection evaluation, collection maintenance, weeding, and discarding. The text is arranged into three sections: background and process, guidelines, and a summary. Appendices include a computer sampling form and sample disposition slips. An 80-item bibliography is also provided. (MAS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 386 195

THE CREW METHOD:

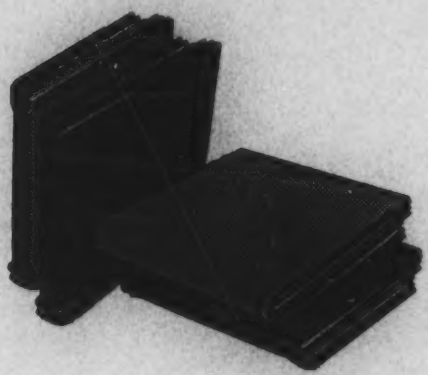
Expanded Guidelines for Collection Evaluation and Weeding for Small and Medium-Sized Public Libraries

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



Revised and updated by:

Belinda Boon
Library Development Staff

TEXAS STATE LIBRARY
Austin, Texas
1995

A Revision of:

The CREW Manual:
A Unified System of Weeding, Inventory, and Collection-Building
for Small and Medium-Sized Public Libraries
by Joseph P. Segal

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Anne Ramos

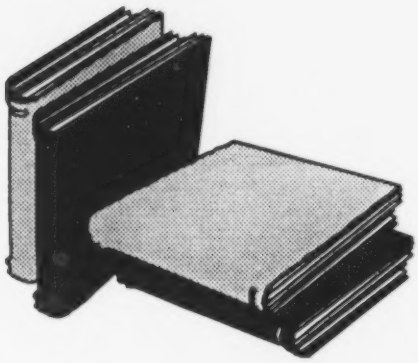
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IR055-610

BEST COPY AVAILABLE

THE CREW METHOD:

Expanded Guidelines for Collection Evaluation and Weeding for Small and Medium-Sized Public Libraries



Revised and updated by:

Belinda Boon
Library Development Staff

TEXAS STATE LIBRARY
Austin, Texas
1995

A Revision of:

The CREW Manual:
A Unified System of Weeding, Inventory, and Collection-Building for Small and Medium-Sized Public Libraries
by Joseph P. Segal

**TEXAS STATE LIBRARY CATALOGING
IN PUBLICATION DATA**

Boon, Belinda.
The CREW method : expanded guidelines for collection evaluation and weeding for small and medium-sized public libraries. -- Rev. and updated / by Belinda Boon, Library Development staff. -- Austin, Tex. : Texas State Library, 1995.
65 p. : ill. ; 28 cm.
Rev. ed. of: The CREW manual / Joseph P. Segal. 1976.
Includes bibliographical references (p. 59-65).

1. Discarding of books, periodicals, etc. 2. Public libraries--Collection development. I. Segal, Joseph P. Crew manual. II. Texas State Library. Library Development Division. III. Title.

025.216

TABLE OF CONTENTS

Introduction 1
Acknowledgements 2

Background and Process

The Cycle of Service: Where CREW Fits In 3
Why Weed? Why CREW? 5
The Six Benefits of Weeding 5
Before You Weed 7
Criteria for Weeding 7
What to Weed? 8
Checklist of Weeding Factors 9
General Guidelines 9
Beginning the Process 11
Weeding Responsibility 11
The CREW Method in Ten Steps 13
CREWing Children's Materials 19
General Guidelines 19
Other Considerations 20
CREWing the Reference Collection 23
Types of Resources 23
CREWing Nonprint Media 25
Common Nonprint Materials 26
CREWing with Computers 29
Testing the System 29
Items That Have Not Circulated in Three Years 30
Items That Have Circulated in Three Years 30
Arguments Against Using Computers to CREW 30
Arguments For Using Computers to CREW 30

Guidelines

The CREW Guidelines for Weeding Your Collection 31
CREW Guidelines by Dewey Class 33

Summary

What to do with Weeded Books: Types of Disposal 49
Encouraging the Hesitant Weeder: An Epilogue 53
Overview Chart of CREW Formulas 57

Bibliography and Appendixes

Bibliography 59
Appendix A: Computer Sampling Form
Appendix B: Sample Disposition Slips

"I know no rules for discarding that eliminate possibility of error. We all make mistakes but most of these mistakes I am convinced stand on the shelves."

Gladys Allison, Suggestions on Discarding
(December 1938)

"...weeding out requires more knowledge, forethought and power of discrimination than is ordinarily brought to bear in the selection of books."

Thomas Aldred, Book Selection and Rejection
(March 1901)

"My notion was that you had been
(Before she had this fit)
An obstacle that came between
He, Ourselves and It."

The White Rabbit, in Lewis Carrol's
Alice's Adventures in Wonderland

INTRODUCTION

This revision responds to the multitude of changes that have taken place in the library field over the last two decades. Much needed updates in the areas of multimedia and computer technology have been added, and options for the disposal of weeded materials have been augmented. The CREW guidelines by Dewey class are expanded and updated, with more attention focused on deselection criteria for children's materials. The bibliography is enlarged and updated to include current editions of standard works, and the periodical articles list includes contemporary selections. Other sections, such as *Before You Weed*, *CREWing the Reference Collection*, *CREWing Children's Materials*, and *CREWing with Computers*, have been added to enhance the overall weeding process. To provide a more balanced point of view, an attempt has been made to eliminate gender bias in the language.

As in the first edition, this manual is designed for use primarily by community and branch librarians, the members of the profession who are shortest on time, space, and budget, but who are nonetheless as anxious as the directors of the largest city libraries to provide their patrons with efficient, effective service in a pleasant, attractive library environment. To achieve these ends an entire range of indirect "technical" services, such as selection, cataloging, and weeding, must be carried out. However, the scarcity of staff and urgent demand for direct public services, such as reference and circulation, often prevent some of these indirect services being performed adequately.

Although the small community librarian may rely on workshops offered by the continuing education staff of their Texas Library System office or the Texas State Library for pragmatic guidance, there is little in the professional literature that gives practical, clear, detailed advice on how to carry out the technical services. Library science courses are often more theoretical than practical. The harried community librarian is reluctant to devote his or her own precious time to devising effective ways of performing routines the value of which may not be very clear. This manual attempts to describe clearly, practically, and in step-by-step fashion a method of carrying out the five processes of "reverse selection:" inventory, collection evaluation, collection maintenance, weeding, and discarding. Keep in mind that no one method can serve the needs of all libraries. Librarians are urged to **use professional judgment at all times and modify the guidelines presented as needed** for their particular situations.

ACKNOWLEDGEMENTS

I wish to extend my sincerest thanks to everyone who played a part in the revision process: Laurie Mahaffey of the Central Texas Library System office; Betty Landon of the Northeast Texas Library System office; Anne Stobbe of the Texas Panhandle Library System office; Judi Fouts Patrick, owner of Finders Keepers out of print book search company; Texas State Library Staff: Anne Ramos, Library Science Collection Librarian; Christine Peterson, Automation Consultant; Renee Graham, Office Services Manager; Barbara Ward, Grants Administrative Assistant; Edward Seidenberg, Manager of the Library Development Division; and Jeanette Larson, Manager of Continuing Education and Consulting Services, without whose insights, encouragement, and editing skills this manual would never have appeared.

Background and Process

THE CYCLE OF SERVICE: WHERE CREW FITS IN

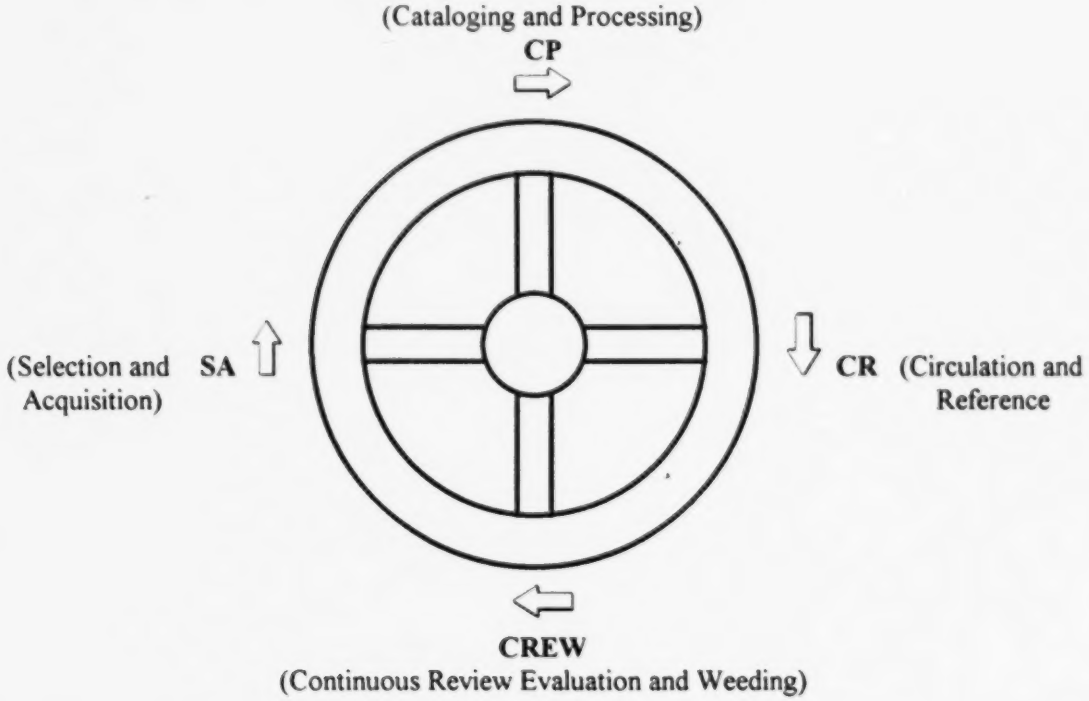
The diagram below represents the flow of both direct and indirect library services; it is a circle because each process leads to the next. The whole cycle is called "collection building" -- a series of ongoing routines that continuously adds to, removes from, interprets, and adjusts the collection to fit the needs of its users and potential users.

SA is the **S**election (through reviews and requests) and the **A**cquisition (ordering and paying for) of the library's materials.

CP is the **C**ataloging (including classification) and **P**rocessing (accessioning, stamping, pocket-pasting, data entry, etc.) of the same materials.

CR is the **C**irculation and **R**eference step, in which the prepared books are out on the shelves being used in the public services.

The method called CREW (**C**ontinuous **R**eview, **E**valuation, and **W**eeding) integrates all the processes into one smooth, streamlined, and ongoing routine that assures that *all the necessary indirect services* are accomplished in an effective way.



Immediately after entering Circulation and Reference (CR) use, the library materials enter the CREW processes of inventory and maintenance. When, through evaluation and weeding, the librarian discovers that the material's useful career is over, it is retired by discarding. Meanwhile,

CREW is generating information on the current strengths, weaknesses, gaps, and saturation points of the collection that the librarian uses for another round of Selection and Acquisition (SA).

At each step, the library professional uses special knowledge of library science and library materials and the particular community to meet the needs and demands of the library's users and potential users. CREW is a vital part of good library service. A library that does not evaluate, weed, or discard is like a cart wheel with a fourth of its rim missing (see illustration above). Too many community libraries today are having a rough ride on such a broken wheel.

WHY WEED? WHY CREW?

Why are these CREW functions so important, even vital, for a good, useful community library? Haven't many community libraries done a good job for years without weeding? Isn't CREW simply a fancy name for throwing away books and slowing down a library's growth?

The Six Benefits of Weeding

There are six major benefits of weeding, and especially of CREWing.

YOU SAVE SPACE. Discarded materials no longer cost money for cleaning, binding, mending, extra stacks, extra catalog drawers or database space, and all the other hidden costs of maintenance that are not eliminated by lack of use. The library staff will not need to fill the bottom shelves or pile books on top of the stacks, and the library will be more attractive and easier to use. There will be space to provide tables and chairs for in-house study. The open, friendly appearance that is the trademark of a good community library will be maintained.

YOU SAVE THE TIME of patrons, staff, and best of all, yourself. Crowded shelves full of ragged books with illegible markings cost time for patrons looking for a particular book, for staff trying to shelve, and for the librarian trying to use the collection for reference or reader's advisory services. Filing and using the card catalog are impeded by drawers full of worn cards, and searching is slowed by an excess of citations to outdated or unusable materials. Library housekeeping, from dusting to relocating Dewey classes, is impeded and made more back-breaking by an overload of useless books and other materials.

YOU MAKE THE COLLECTION MORE APPEALING by replacing ragged, smudged books and unattractive rebinds with attractive new books. Circulation can be increased by simply making the shelves look nicer, even when there are fewer books.

YOU WILL ENHANCE YOUR LIBRARY'S REPUTATION for reliability and up-to-dateness and build public trust. It has been said that patrons feel that library books are selected by experts, and to some, the mere fact that a book is in the library lends authority to it. A twenty five-year-old, "pre-Mariner" book on the planets or thirty-year-old, pre-moon landing resource can give the library a credibility gap of astronomical dimensions.

The CREW method provides a **CONTINUOUS CHECK** on the need for mending or binding, alerts the library staff to lost or stolen books in need of replacement, and guarantees a more accurate volume count.

Finally, CREW provides **CONSTANT FEEDBACK ON THE COLLECTION'S STRENGTHS AND WEAKNESSES**. This information can be helpful when inviting donations. For example, knowing that the business books are out-of-date, the librarian can approach an organized group or an individual and request well-defined assistance in building an area of special interest and usefulness

to them. CREW keeps the present shape of the collection clearly in mind and helps in planning future directions for it. CREW integrates not only its own five functions, but every function performed. CREW helps the librarian see the cohesion of every task performed in the library and the purpose of every task in relation to the patrons and the collection.

These advantages of weeding, and in particular of CREW, point out the truth of the old adage:

"Less is more."

BEFORE YOU WEED

Before implementing any kind of weeding plan, carefully evaluate the library's materials selection policy and goals for the collection. Goals are based on the roles that the library plays in the community, all of which help to determine the weeding policy. With these factors in mind, a collection-centered evaluation will give a better idea of what the collection consists of and identify specific classes of materials as likely candidates for weeding.

The materials selection policy should provide a criteria to follow for depth, coverage, and selection of the overall collection. The scope of the policy should include subsections, such as reference, nonprint, juvenile, large print, and adult. The policy should also indicate when to retire outdated materials, and list appropriate means of disposal. While formulating a materials selection policy, keep in mind that each library has its own individual needs which must be considered in making policy decisions.[1]

Materials selection and deselection are similar activities. First, they are both necessary parts in an effective collection development program; and second, both require the same type of decision-making criteria. The same factors that lead to the decision to add an item can also lead to a decision to remove that item sometime later.

Criteria for Weeding

Several factors must be considered in the weeding process, including: the library's roles in the community and resultant goals; the needs and demands of the library's community of users; whether funds for buying more satisfactory titles are available; the relationship of a particular item to others on that subject; cooperative agreements with other libraries; the degree to which the library is to function as an archive or local history center; the possible future usefulness of a particular item; and holdings in the centralized database(s) to which the library belongs that may be borrowed through interlibrary loan.[2]

Once the weeding process has begun, you may also wish to check the library's holdings against any centralized databases (union catalogs) to which the library belongs. Titles that are not circulating may be weeded with more impunity if they can be obtained from another library through interlibrary or lateral interlibrary loan. Also consult bibliographic aids when evaluating the quality of a given item considered for weeding.[3] These can serve as general guidelines for determining the value of the item to the collection.

---

[1]Nichols, Margaret Irby. "Weeding the Reference Collection," Texas Library Journal. Volume 62 Number 4:204, Winter 1986.

[2]Weeding Manual: A Self-Help Guide for Small and Medium-Sized Public Libraries, p. 6.

[3]Weeding Manual: A Self-Help Guide for Small and Medium-Sized Public Libraries, Wyoming State Library, Division of the Department of Administration and Information, May 1992, p. 6-7.

What to Weed?

Materials/Books of Poor Content:

Outdated and obsolete information (especially on the subjects of computers, law, science, space, health and medicine, technology, geography, travel, and transportation)
Trivial subject matter
Mediocre writing style
Inaccurate or false information
Unused sets of books
Repetitious series
Superseded editions
Not on standard lists
Biased or sexist terminology or views
Unneeded duplicates
Unsolicited and unwanted gifts[4, 5]

Materials/Books of Poor Appearance:

Worn out, ragged items
Poorly bound or poorly printed editions
Items that are dirty, shabby, warped, bug infested, or otherwise marked up, mutilated, or "edited" by patrons
Small print, poor quality pictures
Brittle film, magnetic tape (in the case of video- and audiocassettes and films) or paper
Yellowed, torn, or missing pages

Unused Materials:

Items uncirculated for 3-5 years and not needed for reference or in-house use
Duplicate copies no longer needed
Periodicals that are not indexed
Unused volumes of sets
Unneeded titles in little-used subject areas
Materials on the "hot topics" of several years ago
More books than are needed on any one subject

Topics No Longer Within Your Collection Priorities

Titles (print and nonprint) readily available elsewhere in your community
Subjects no longer relevant to your changing clientele

---

[4]Ibid.

[5]Buckingham, Betty Jo. Weeding the Library Media Center Collections. Iowa State Dept. of Public Instruction, Des Moines, p. 8.

Checklist of Weeding Factors

For all materials, consider:

- *Date
- *Author
- *Publisher
- *Physical condition
- *Additional copies
- *Other books on the same subject in the collection
- *Expense of replacement
- *Shelf-time (i.e., time spent on the shelf without circulating)
- *Relevance of the subject to the community

For juvenile and young adult materials, also consider:

- *Format
- *Reading level
- *Current interest in the subject matter
- *Jacket art (contemporary vs. outmoded)

For periodicals, consider:

- *Current use
- *Indexing available
- *Space available
- *Microforms available

General Guidelines

Retain local history, writings by local authors, and materials with local settings. Sets and series often have one or two volumes of special merit; these volumes should be retained even though the rest of the set is discarded. Some older reference volumes, such as quotation books, should be kept, because later editions augment rather than supersede.[6] It is a good idea to include in the selection policy a list of items that should not be weeded (e.g., genealogy, local authors, Caldecott and Newbery Book Award prize winners, etc.).

Keeping these guidelines in mind, it is important to remember that **guidelines are not intended to act as a substitute for professional judgment calls and common sense**. For example, a sixty-year-old National Book Award Prize winner that has not circulated in more than ten years is simply taking up valuable space and should be discarded.

[6] Weeding Manual: A Self-Help Guide for Small and Medium-Sized Public Libraries, p. 7.

BEGINNING THE PROCESS

Even though they may recognize the necessity for weeding, many librarians are uneasy about actually doing it because the weeding process seems unstructured, subjective, and arbitrary -- all factors which cause them to procrastinate indefinitely or to weed sporadically and/or indecisively. To help structure the weeding process, and give more confidence to librarians doing it, the process can be broken down into some manageable and objective steps.[7]

The actual methodology of CREW is deliberately simple. The original procedures have been streamlined through field tests and careful discussions of actual situations in real community libraries. Top priority in a community library is rightly given to direct service with a human touch. To cut the time and effort required for indirect services, CREW has been streamlined to ten steps, in four time groups, with allowance for stopping this work to attend to patrons and administrative tasks. The first step needs to be done only once (although all library policies are subject to revision when necessary); the other nine steps form an ongoing process that may be continued for as long as the collection exists.

Weeding Responsibility

One general, frequently asked question of method is: Should weeding be done by the head librarian only, or may it properly be delegated? Since the situation varies greatly from library to library, a rule of thumb should be to never let anyone weed who does not already take part in the selection of new materials. The primary responsibility in any library must be handled by staff members who can view the library from the long-range perspective. These staff members have developed expertise through many regularly scheduled hours working with and thinking about the collection, and are committed to the principles of library management in accordance with the collection development policy and goals of the library. Effective weeding requires using good, subjective judgment, not rules.[8]

The librarian should never delegate the weeding evaluation function to a volunteer, although volunteers may certainly pull worn and damaged books to be evaluated for weeding. It may also be helpful to develop guidelines for volunteers and nonprofessional staff to follow while shelving. In addition to checking publication and circulation dates, volunteers and clerical staff may also pull from the stacks (1) any book with a copy number greater than two, if more than 2 copies are on the shelf; (2) any book superseded by more than one later edition--again, only if the later editions are on the shelf;[9] and (3) any books in ragged or poor condition that may be candidates for mending, binding, or withdrawal.

The librarian may also wish to recruit the talents of local experts for particular subject areas (e.g., high school English teachers or college instructors can evaluate the literature section, while area math and science teachers can assess the value of those parts of the collection). Team weeding,

---

[7]Ibid, p.9.
[8]Scholtz, James C. Video Policies and Procedures for Libraries. Santa Barbara, CA: ABC-CLIO, c1991, p. 26.
[9]Harnly, Caroline D., et al. "Weeding: One Answer to an Unreasonable Problem," Technicalities. Volume 5 Number 5, May 1985, p. 6.

where several librarians from one area join forces to cull each other's collections, is also an effective method of separating the wheat from the chaff in library holdings. In each case, **the final weeding decision** is left to the professional judgment of the resident librarian.

THE CREW METHOD IN TEN STEPS

Step One: *Make weeding a part of policy*. Obtain Library Board approval of a written weeding and discarding policy as a defense against possible controversy, and as a guide for day-to-day weeding. If a selection policy (a highly recommended item) already exists, the weeding policy could form an amendment or appendix to it. Check for legal restraints since some town charters contain rules about disposal of public property, including library materials. If a selection policy does not already exist, take the time to develop one and have it approved by the library board, city council, or other governing body. Examples of policies may be obtained from the Texas State Library or other libraries in the area.

As part of the materials selection policy, a definite gift policy should be established allowing the library director to accept, decline, and dispose of gift books according to his or her discretion. A sentence stating that the library will not make any attempt to appraise values of donated materials for tax purposes may also be included in the gift policy. Although the library is not prohibited from putting values on donated materials, it is always possible that the library doing an appraisal would have to justify that evaluation to the Internal Revenue Service.[10] Following are sample sections that can be added to the library's selection policy statement in the areas of weeding and gift books:

WEEDING: Materials that no longer meet the stated objectives of the library (including those that have become damaged or obsolete) will be systematically withdrawn on a continual basis according to the accepted professional practices described in the publication, *The CREW Method*. Disposition and replacement of library materials so weeded will be at the discretion of the library director, subject to all relevant provisions of the Charter of the Town of _____, and the statutes of the State of Texas.

DONATIONS: The _____ Library is pleased to accept gifts and/or memorial gifts from patrons. Gifts are gratefully and willingly accepted as long as no restriction is placed upon their use. Acceptance of gifts (of books and other library materials) will be determined by the library director on the basis of their suitability to the library's purposes and needs in accordance with the library's stated materials selection policy. Use or disposal of all gift materials will be determined by the library director or designated agent. The library has the right to discard any gifts in poor physical condition (e.g. brittle paper, water or mildew damage, torn and/or missing pages). Gift values will not be appraised for income tax purposes.

Step Two: *Gather usage statistics of your library's collection*. Your records of circulation statistics should break down usage by classification of topic area as well as by types and levels of materials. Statistics on reference information queries should also be kept on an ongoing basis.

[10]Based on information in a letter to Judi Fouts Patrick, owner of *Finders Keepers* out of print book search company in Dallas, Texas from Bill Schenck, Collections Policy Office of The Library of Congress.

Analysis of these statistics should be completed at least annually to detect and document areas of greatest usage and need.[11]

Step Three: *Build weeding into the year's work calendar*. Set priorities (those specific areas of the collection most in need of weeding or those that will be entered into a database--especially if you are anticipating automating or entering your collection into a computerized database--should be weeded first) and schedule the times when you will weed the collection.

As a rule of thumb, one CREWing of an entire collection should take approximately a year, although the first, most thorough CREWing may well take longer. Allow plenty of time for the CREWing. If done in a careful manner, weeding is a slow process requiring thought and judgment. If there is a peak season for one type of book (e.g., 500's just before the school science fair), schedule that section for a later time to make the inventory more accurate. Endeavor to do the weeding during slack hours and slow seasons when there will be minimal distractions.

Step Four: *Gather the following materials on a book truck at the shelves to be analyzed*:

- The appropriate drawer from the shelf list catalog or computer printout of the the section being considered
- A sheaf of slips listing the various disposal categories (see example following), blank note pad, or Post-It Notes™
- A marking pen and shelf marker
- A protective apron with pockets (optional)
- This manual

Once an area has been targeted for CREWing, shelf read the section to ensure proper order. This will make taking inventory much easier and more accurate.

DISPOSAL SLIP OF ANYWHERE PUBLIC LIBRARY

( )	Bindery	( )	Discard
( )	Mend/Preserve	( )	Book sale
( )	Promote	( )	Replacement/New Edition

( ) Donate to _____

( ) Trade with _____

( ) Check database for other locations of this title

Other locations of this title: _____

Replacement title: _____

[11] Weeding Manual: A Self-Help Guide for Small and Medium-Sized Public Libraries, p. 9.

Step Five: For weeding, *study the subject area(s) in your collection as a whole, then examine each item in turn*,[12] checking for physical condition, circulation dates, copyright date, and appropriateness for your collection. Allow stretches and coffee breaks to keep yourself alert. Do not do so much at one time that concentration and good judgment are lost. Use the "Guidelines Tables" beginning on page 33 of this manual, but also **feel free to alter the formulas to fit your particular needs**, using your experience and knowledge of your community and their needs. Note any guideline alterations in the margin of this manual (as is done with Sears and Dewey tables) to maintain local consistency.

Check the library's holdings, any centralized databases to which the library belongs and bibliographic aids for items considered for weeding, and for alternative locations of marginal titles. Place a slip in those books needing treatment or discard (marking the category of handling needed), and reshelve the books that are fine "as is." If you stop the work temporarily, mark the stopping point with the shelf marker and mark the catalog card or entry on the printout. As a double check, note the call number of the last book on the pad. You may also wish to make notes as you proceed for a later display, booklist, or locally prepared index (e.g., an index to short story anthologies owned by the library).

Step Six: *Check the library's holdings*. At the same time you weed, you may choose to take inventory. When examining a book for weeding, make a check mark with a colored pencil on the verso of its title page or in any consistent spot unlikely to be noticed and erased by patrons, such as the upper right hand corner of the title page. Make a corresponding mark on the shelflist card or on the printout for that book next to the accession or barcode number for that copy. Do not consider books that are not physically on hand, unless your circulation system is capable of creating a printout of loaned items in Dewey order (in which case the books on loan, but not overdue, can be inventoried in the class(es) you are doing).

In all other cases, take all books returned at a later time (after their classes are CREWed) without this year's inventory check on their title page versos and mark their versos and their shelflist cards or printout entries prior to placing them on the open shelf. Over time, this method will show you which books are lost, stolen, or have strayed, and which should be considered for replacement. Any book still unchecked on the shelf list six months after its class is inventoried may safely be presumed to fall into this category, unless you know it to be at the bindery or long overdue and in the process of being retrieved. To ensure an accurate collection count, mark these books "missing" and withdraw the cards from the shelflist or delete the entry from the online catalog.

Step Seven: *Check the pulled books against the standard indexes the library holds*. This process will alert you to a possible high reference usage item, since the indexes will continually be directing patrons and staff to this book. Such a case might suggest special exemption from the general rules of weeding, and if the book is physically worn, replacement or a change to noncirculating status. (See the Bibliography beginning on page 68 for a list of standard library indexes.)

[12]Ibid, p. 10.

Step Eight: *Treat the books according to their slips*.

1) Bindery: Prepare bindery forms for books needing binding and store them for periodic bindery pickup or mailout.

2) Mending: Do the required mending or put the books aside for a clerk or volunteer to mend.

3) Discard: Process the discards by removing or marking through all marks identifying the library; pulling the shelf list and catalog cards for last copies, removing copy information from the database, and crossing out the accession number or barcode on the shelf list for duplicates; tearing off the book pockets, book cards and barcodes, stamping an appropriate term (e.g., "discard," "withdrawn," "on permanent loan") on the inside of the front and back covers; and putting the discards in the booksale, storing them for an annual sale or donation to another library, or boxing them for garbage pickup or the pulp dealer. If donating them to another library, place all catalog cards in the front of the book (you may wish to secure them to the first page with a paperclip). The recipient library will have a head start placing the book in circulation if cards accompany the book. Remember to remove any barcodes or identifying marks before disposing of any materials to prevent their being returned to the library by misguided but goodhearted souls who, for instance, may have bought them at a garage sale.

4) Replacement: Place aside for careful consideration each book needing replacement by a new copy, new edition, or better title on the same subject.

5) Recycling: The library should already be a scheduled stop on any recycling pickup program for newspapers, periodicals, and other recyclable materials (e.g., scraps of laminating film, construction paper, aluminum cans, and glass and/or plastic bottles). If recycling a much larger amount of material than usual, let the service know ahead of time so they can plan for the extra room needed in their pickup vehicle. (Also see page 58 of this manual.)

Step Nine: *Replacement checking and ordering*. Order replacements at the conclusion of weeding a major Dewey classification. Compare the weeded books with titles in recent editions of selective bibliographies for possible replacement titles. Further, if the library's collection does not contain any recommended titles in a specific area, consider ordering from the titles listed below (unless there is little demand for them). Selective bibliographies might include the following:

Children's Catalog (H. W. Wilson Co.)
Public Library Catalog (H. W. Wilson Co.)

Fiction Catalog (H. W. Wilson Co.)
Books for Public Libraries: Selected Titles for Small Libraries and New Branches (R. R. Bowker)
Reference Books for Small and Medium-Sized Libraries (Texas State Library)
Science and Technology: Purchase Guide for Branch and Public Libraries (Carnegie Library, Pittsburg)

(All of the above, plus additional titles, appear in the bibliography at the end of this manual.)

It may also be helpful to consult lists of award-winning books such as Pulitzer Prize Books, National Book Awards, Best Books for Young Adults (ALA), Notable Books (ALA), Newbery and Caldecott award winners and honor books, Bluebonnet and Lone Star reading lists (TLA), and Coretta Scott King Award winners, as well as bibliographies in Library Journal, Booklist, and those prepared by the Regional Public Library Systems and Major Resource Centers in Texas.

Check reviews of new books for the last year and Books in Print for replacement or supplementary titles or new editions. Pencil in a star on the book pocket or flyleaf of each book slated for replacement before reshelving it and mark "TBR" (To Be Replaced) in soft black pencil on the author and shelf list cards or on the shelf list computer printout. (This step will alert you to pull the book and possibly to pull or revise its cards or entry when the replacement comes in). Prepare the orders for the replacements with the note, "Repl. (call number)" on the bottom of the order slip as a signal to pull the older book when the new copy is received.

Step Ten: *Set up displays for low circulating, high quality books that would benefit from better exposure*. Plan the displays to be colorful and relevant to current community concerns. If the book still does not circulate, consider it a candidate for trade with another library or for donation. If done routinely every day, or even every week, this review of the collection will expand your knowledge of the library's holdings, give you a reservoir of possible reference sources, and prepare you for informed selection of new materials on the basis of actual usage and the real strengths and weaknesses of the collection. For example, you may want to coordinate selection of new science books to coincide with CREWing of the 500's. In this way, the feedback between the present collection, its use, and future directions will be strong and direct. Selection by subject grouping also makes it easier to evenly allocate purchases for each area of major demand, as opposed to random selection based on casually scanning issues of journals that carry reviews of books and nonprint materials.

CREWING CHILDREN'S MATERIALS

Juvenile collections are as different from adult collections as children are from adults, and require different considerations for selection and deselection. To begin with, children as patrons frequently require an adult "go-between" to find what they need for research and pleasure reading. A child browsing through the nonfiction collection may be completely lost unless he or she has been shown how to find the materials needed. Even then, children are even less likely than their adult counterparts to note the publication date and double check facts against other sources. They are particularly susceptible to outdated and/or inaccurate information since they do not always have the knowledge base to distinguish it, assuming that if it's in the library, it must be both true and current.[13]

The inexperienced and unsophisticated users of the juvenile collections can be easily misled, and there are no pat formulas for weeding the materials since adult criteria cannot be applied in all cases. For example, an item may have sat on the shelf for well over a year, completely ignored and unused, but if a skilled librarian matches the book to the right child, it becomes both useful and valuable to the collection.[14] This is what makes individual guidance, story times, displays, and book talks so important for making materials accessible: they are what cause seemingly "dead" collections to spring to life.

There are a few guidelines that can be applied to both adult and juvenile collections. Naturally, the person who selects the materials should be the person to cull the collection and make the final weeding decisions. As in adult collections, a weeding process that strengthens the entire collection, both in appearance and content, requires the judgment of a person who knows children's literature as well as the audience the collection serves. The review of the collection should be **continuous**, with one full cycle ideally completed annually. In evaluating the collection, standard lists and media reviews should be consulted.

General Guidelines

Juvenile Fiction - Replace worn editions of classics and award winners. When possible, select titles that come with library binding and avoid any drab, coarse, or heavy bindings that include dull covers; they will not "sell."

[13] Weeding the Children's Book Collection, Technical Leaflet 53, Texas State Library Field Services Division, 1971.

[14] Ibid.

Young Adult Fiction - Should be kept as current as possible. Anything over 10 years is suspect; classics should be replaced with newer hardback or paperback editions.

Picture Books - Should be evaluated on the merit of their stories and illustrations. Given the wide range of possibilities to choose from in today's children's literature market, there is no reason this section should be anything less than quality. Little Golden Books™ and those featuring cartoon characters such as Strawberry Shortcake™, the Care Bears™, and the Teenage Mutant Ninja Turtles™ are not suitable for library use. The former do not have bindings meant to stand up to constant use and abuse; the latter are trite commercial publications intended only to sell a product, although local demand may warrant keeping a few titles on hand.

Nonfiction - This is the area where many collections run into the most trouble. The belief that "anything is better than nothing" has perpetuated the existence of many outdated and inaccurate items, often to the detriment of the child. Providing a student with information that is no longer current can result in a lower grade on an assignment at best; a warped and inaccurate view of the subject at worst. On the positive side, not having enough information on a particular topic can be a powerful leverage tool to make the case for more funding.

Other Considerations

Simplified Classics (also called "abridgements") should be evaluated carefully. Although some may be useful for attracting reluctant readers or in the adult literacy section, apart from some notable exceptions, such as Shakespeare's Stories, they are often hackneyed, drab, and lifeless. Replace with new hardcover or paperback editions.

Cheap Series Books for the most part are poorly written and without merit. Kids may read them, but only because they lack awareness of anything better.[15] Replace these low-quality series with newer editions of series favorites like the Hardy Boys, Nancy Drew, the Boxcar Children, and the Three Investigators.

Older Titles with shabby bindings, outdated illustrations, or torn pages should be discarded. Replace award books, such as Newbery or Caldecott, with newer editions. Discard nondescript titles popular fifteen or so years ago in favor of newer titles with updated illustrations addressing contemporary issues.

Older Editions printed on thin paper with fine print or unattractive illustrations should be discarded in favor of newer titles. Old, worn classics should be replaced with new hardback or bright, attractive paperback editions.

[15]Ibid.

Travel and Geography titles more than five years old are misleading and inaccurate and should be pulled. The older the title, the more inaccurate the content. Imagine how useless a title published before either of the World Wars is to a student working today on a research paper topic from the 20th century! Although they may be interesting from an historical point of view, they are of no value for contemporary social studies projects.

Science, Medicine, Inventions and other topics that change rapidly should be updated every five years. Items more than ten years old should be discarded. As in the adult collection, erroneous information about science, technology or medicine is potentially harmful to the patron who may attempt to follow instructions no longer considered safe.

Text Books and material written specifically for curriculum purposes in the public or private schools should be discarded, unless there is a strong demand from the community and they are updated every few years as the curriculum changes. If there is a substantial homeschooled population in the community, one alternative may be to locate textbooks in a separate section where they will be readily accessible.

Systematic CREWing of the children's collection is a necessary part of public library work, and should be done with a thorough knowledge of the collection and the literature. When weeding is done in tandem with a strong, well-balanced book selection and purchase policy, the collection will enhance the overall library program and enrich the juvenile and young adult patrons it serves.[16]

Two ideas for small libraries to keep in mind when judging the effectiveness of a juvenile collection are the "boutique" theory and the "bubble up" theory. A superstore-like atmosphere that offers "everything under the sun" may be too overwhelming for young readers, whereas a small, boutique-like selection of quality books will serve them better. Superior literature, like the proverbial cream, will "bubble up" to the top, appearing on recommended book lists, award lists and the like. Libraries with limited collection development funds may prefer to wait for annual best books lists to choose blue-ribbon titles for their juvenile collections.

[16]Ibid.

CREWING THE REFERENCE COLLECTION

There are two important criteria for CREWing reference collections: the automatic deselection of older editions that have been superseded, and periodic evaluation by the librarian. Evaluation may determine that different types of sources should be retained at varying schedules.[17] For instance, almanacs to be replaced annually; dictionaries every five years; softcover indexes to be removed when hardcover editions are received.

It is recommended that the reference collection have its own written collection development policy outlining standards for selection and depth of coverage. The policy should include criteria for the removal of outdated reference sources, which may involve retention for a specific length of time, transfer of material to the circulating collection, storage, or discard. As with the circulating collection, guidelines for policy development should be based on the individual library's needs and developed by personnel who know the information needs of the library's users.[18]

Types of Resources

Almanacs - Rarely useful after two years, although older editions may be retained for historic research, depending on the needs of the community. Generally, they should be updated annually, with older editions transferred to the circulating collection and then discarded each year. Exception: older editions of the Texas Almanac should be retained indefinitely, since each contains unique features that are not found in succeeding volumes. (One example is the list of major motion pictures filmed around the state since 1970 in the 1994 edition.)

Dictionaries - Unabridged dictionaries may be retained indefinitely, unless worn from use and replaceable with the same edition. Specialized dictionaries, e.g., those for abbreviations, slang, and acronyms, should be updated regularly. Older editions may be retained and added to the circulating collection. In general, biographical dictionaries are never discarded unless superseded by a newer edition; e.g., Webster's Biographical Dictionary.[19]

Directories - Normally discarded when newer editions arrive, although several years' worth may be retained if space permits and usage warrants. Exceptions to this rule are city directories and local telephone books which may be useful for genealogical research and may be kept indefinintely, although they should be housed separately from the current editions.

---

[17]Roy, Loreine. "Weeding," Encyclopedia of Library and Information Science, vol. 54, 1994, p. 379.

[18]Nichols, Margaret Irby. "Weeding the Reference Collection," Texas Library Journal, vol. 62, no. 4, Winter 1986, p. 204-205.

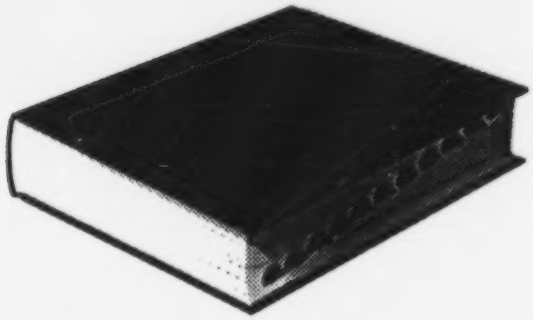
[19]Ibid, p. 205.

Atlases - Usually revised every five years, geographical atlases should be replaced when updated. Older editions may still be useful to historians, but should be housed separately since most patrons will not check the copyright date, assuming that the library has provided the most current information. Relatively inexpensive road atlases can be replaced annually.

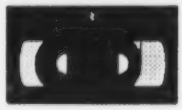
Handbooks - Subjects in the humanities (music, art, literature) may be retained indefinitely, supplemented by newer texts. Social science reference tools are considered outdated after ten years, by which time outmoded theories and practices are usually revised. Notable exceptions containing significant historical data are Encyclopedia of the Social Sciences and International Encyclopedia of the Social Sciences. Science resources are generally outdated in five years, although texts on botany and natural history may be retained for longer periods.[20]

Indexes - Should be kept as long as the library houses the materials cited. A small library may not wish to keep older volumes of the Reader's Guide to Periodical Literature if they discard periodicals after five years. On the other hand, they are still useful for locating citations and for aiding interlibrary loan services.

Older editions of Granger's Index to Poetry may be kept if they contain out of print volumes retained by the library. Others, such as Bartlett's Familiar Quotations may also be kept, since newer editions delete some items while adding others.[21] Biographical sets, such as Something About the Author should be kept unless space is at a premium. Even then, do not discard older volumes unless the information can be obtained at another location in the community, such as a local high school library.



[20]Ibid.
[21]Ibid.



CREWING NONPRINT MEDIA

The days when libraries housed only books and periodicals are long past. Even the smallest libraries have at least a modest nonprint collection that may include some or all of the following: art prints, phonograph records, videocassettes, audiocassettes, book and tape combinations, compact disks (CDs), and computer software stored on either 3.5 or 5.25 inch floppy disks.

The CREW method is just as effective in keeping nonprint collections accurate, up-to-date, and attractive as it is for traditional print media. Items in nonprint collections, particularly audio- and videocassettes, are generally thought of as being special or somehow more valuable than printed materials. It is important not to let the physical format of an item detract from its main purpose as a useful source of information or entertainment.

The nonprint category, also referred to as "multimedia," includes audiovisual (AV) materials. Although the same general principles apply to weeding AV materials as those outlined previously for print materials, there are some marked differences that present challenges in the multimedia deselection process. First, there are few standard lists of recommended multimedia titles by type of collection, and those that are available quickly become dated. Second, a relatively small percentage of the multimedia titles published every year are reviewed (although more review sources are beginning to surface), so that each potential withdrawal based on content will need to be viewed in terms of the specific goals of the collection. And lastly, it is more difficult to review nonprint items for content since their formats are less accessible and more time is needed to view or listen to audiovisual items than traditional print materials.[22]

One criteria to keep in mind while reviewing nonprint media is that many libraries, as a regular part of their policies, will not loan or borrow audiovisual materials through interlibrary loan. Therefore, needed AV materials will not always be available through this source. Other considerations are: physical condition, factual accuracy, visual and sound quality, instructional usefulness, and inappropriate or obsolete format (e.g., Beta video, 8-track tapes, phonograph records).[23]

---

[22] Guide to Review of Library Collections: Preservation, Storage, and Withdrawal. Lenore Clark, ed. Chicago: American Library Association, p. 21.

[23] Weeding Manual: A Self-Help Guide to Small and Medium-Sized Public Libraries, p. 8.

Common Nonprint Materials

Art Prints - Art reproductions have been phased out in many collections, although some may still support local school study topics. Any prints that are faded, scratched, warped, or otherwise shabby should be weeded, along with those that have worn or separating frames, or mats that are soiled or water stained. In some situations, this may mean eliminating an entire circulating collection. Art originals should be withdrawn if the prints or photographs are damaged. Chipped or damaged frames, soiled or stained matting, and broken glass can be replaced to protect the investment in a popular work. Circulation figures should also be analyzed and items withdrawn if no longer used.[24] At times, art prints may find new homes in other libraries, or be sold in an annual book sale.

Videocassettes - Under the best circumstances a videocassette can only be expected to last between 200 and 250 plays. In addition, many distributors often use lower quality videotape, thus reducing the price of their titles but ensuring a shorter tape life. As a general rule of thumb, library videos should be examined after approximately 100 to 150 circulations.[25] Evaluate on the basis of visual and sound quality; currency of treatment of the topic; content accuracy; relevance of themes; fairness of racial, cultural, or sex role depiction;[26] and the continuing relevance of the material within the library's overall collection development plan.

When reviewing, break the collection down into smaller subject areas that can be easily evaluated. For example, travel videos will circulate less often than popular feature videos and should be evaluated by other criteria (i.e., physical condition and subject, rather than by the number of circulations). Titles that were bought to fill initial demand, but do not measure up critically, should be weeded also. Generally, evaluate and discard items according to usage statistics (i.e., number of circulations), subject (accurate, up-to-date, suitable for the intended audience), and physical condition (obvious damage to outer plastic casing or magnetic tape, foreign objects inside the casing, or poor sound or picture quality).[27]

Audiocassettes - May be popular music recordings or audiobooks. Items in this format are particularly fragile and easily damaged. If a tape comes off a reel or breaks, there may be virtually no way to repair it if the cassette casing is hermetically sealed. Most of the newer audiocassettes can be opened with small screwdrivers, however. Tape that has been mangled or twisted should be considered damaged and the cassette discarded. Many sources of unabridged audiobooks will replace a

[24]Hennepin County Library. Circulating Collection Management Manual, Materials Selection Section, Collection and Special Services Division, 1993, p. 178.

[25]Holster, Debra. "Weeding Your Video Collection," Roundup: Your Source for Innovative Ideas, The Newsletter of the North Texas Library System, Vol. 15 No. 5, May/June 1993, p. 1.

[26]Guide to Review of Library Collections, p. 22.

[27]Ibid.

damaged tape that is part of a set free of charge or for a nominal fee. Missing or defective language cassettes and manuals should be replaced if funds allow, regardless of the number of cassettes in the set or whether the entire set must be reordered. Incomplete sets may be included in an annual or ongoing booksale, with the missing components clearly noted.

Book/Tape Sets (Juvenile) - Audiocassettes are subject to the same evaluation criteria outlined in the previous paragraph. Since these items are popular and incur high usage, many cassettes are invariably not returned with the books. In most cases, the books included in these sets are paperback editions that can be easily added to the existing juvenile or picture book paperback collections. Hardback books may also be processed and added to existing print collections if they are in good condition. Replace companion books when they become worn if the cassette tapes are still in good condition.

Compact Disks - CDs are fast becoming the format of choice for musical recordings. Ideally, the popular collection should reflect all genres, styles, time periods, composers and performers, as well as include a sampling of collections or anthologies, highlights and greatest hits. Information-based CDs should be evaluated on: physical condition, currency of information, use, and duplication of information in another format. Music CDs may be judged by their popularity with library users.

CDs are made from the same material used to construct bullet-proof windows, polycarbonate plastic. Sources disagree on the actual life span of this medium, although 10 to 25 years is generally thought to be the norm if they are handled carefully. Although they will not deteriorate appreciably with careful use, circulating CDs can sustain damage from mishandling ranging from chips and cracks to deep scratches and warped disks. They are also susceptible to temperature extremes, excess humidity, and high intensity UV light. Disks should be regularly checked for signs of physical injury, and damaged disks should be discarded.[28]

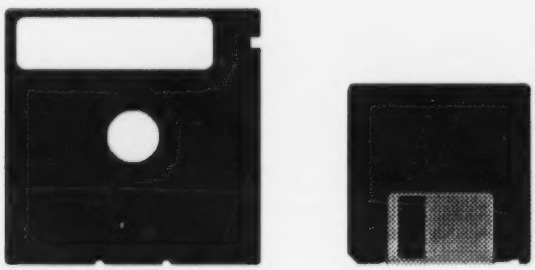
Phonograph Records - Easily warped and scratched, and rapidly losing popularity as a format choice in many libraries. Discard any damaged items, and replace popular discarded titles with audiocassettes or compact disks. Although record players or turntables are not as widespread as they once were (audiocassettes having become much more popular), there may be a demand among some patrons for phonograph albums. Weed heavily with the idea of phasing out the collection altogether, depending on the needs of the community.

[28]Nicholls, Paul T., Ph.D. CD-ROM Buyer's Guide & Handbook: The Definitive Reference for CD-ROM Buyers, third edition, 1993, p. 40.

Computer "Floppy" Disks - In-House Use: Not intended for long-term data storage, as information loaded on heavily used disks must be recopied on to new ones every few months. They are also susceptible to erasure from magnetic fields, such as those generated by telephones. Easily bent, folded, spindled, and mutilated, they tend to accumulate and multiply with startling rapidity. Consolidate information to lower the number of disks being used. Also, review computer software regularly to ensure that upgrading and replacement of software packages is done on a regular basis (unless the vendor routinely upgrades the disks). Unneeded duplicates and archival copies are also candidates for withdrawal.[29]

Circulating Collection: Circulating computer software is problematic at best. In addition to the physical limitations listed above, there are the labor-intensive chores of checking each returned item for damage, reordering, and repackaging. Computer viruses proliferate and are passed through tainted disks. Most word processing, graphics, spreadsheet, and desktop publishing programs are too expensive for small or medium-sized collections. Also, many of these programs require permanent installation on the users' computers or will only run on hard disks. Both situations are in violation of copyright or licensing agreements. Although public domain and shareware programs are not subject to these limitations, they are seldom reviewed, are of uneven quality, and usually lack user documentation.[30]

If computer software is circulated, be sure the original disks are stored away from the public and only copies are circulated. Additionally, original copies of software (e.g., Microsoft Word) should never be used when initially loading the programs onto the computer system. Instead, copy the programs to blank disks and store the originals in a safe place. Also, librarians are strongly cautioned to be aware of licensing restrictions. **Do not** use more copies of the software than you have a license to run.



[29]Guide to Review of Library Collections: Preservation, Storage, and Withdrawal, p. 21.
[30]Circulation Collection Development Manual, p. 143.

CREWING WITH COMPUTERS

Computers have proven to be valuable tools for the library in many ways. Many small to medium-sized libraries are now fully automated or in the process of converting to automated systems. Most of these systems can be adapted to aid in the CREWing process, provided that the online catalog contains an accurate, up-to-date record of the entire collection. It is worthwhile to point out that the same criteria holds true for the traditional shelf list card catalog.

The computer method can be a useful alternative to physically carrying shelf list catalog drawers into the stack area, since it allows lists of library holdings to be generated easily and quickly. In order to be useful in the CREWing process, however, the automated system must have been in use long enough for items to have been added to the database and circulated on the system, usually one to three years after the system is installed. It should also be able to provide for each item:

- The latest checkout date for items currently being circulated
- The date each item was added to the collection (accession date)
- Previous checkout dates for items not currently circulating

Other useful information may include the number of circulations and the copyright dates for each volume in the collection.[31]

Testing the System

To determine whether or not your automated system has been in operation long enough to be a useful tool for weeding, it is recommended that you take a sampling of the collection using the following method:

1) Set aside 400 consecutive items as they are discharged, placing them on book carts for easy access near a computer terminal in low traffic area.

2) Enter the barcode number for each item into the computer, either manually or with a bar code scanner (wand or light pen). Call up the screen giving information on the number of times the item has circulated.

3) Using the form found in Appendix A, make a single hash mark to indicate each item and fill in the data for each volume under the headings provided on the form.[32]

---

[31] Slote, Stanley J. Weeding Library Collections: Library Weeding Methods, 3rd edition, 1989, p. 161-162.
[32] Ibid, p. 162.

4) Divide the number in column 3 by the number in column 6. The system has created sufficient information to be used for weeding the collection if this percentage is between 85 and 100 percent.[33]

Items That Have Not Circulated in Three Years

Once your automated system is deemed adequate for the task, begin by printing out all items listed on the computer (by subject category or Dewey number) that have not circulated in the last three years. Include the author, title, barcode number, date of publication, last date of circulation, and number of copies for each item on the printout. Divide the list by subject category and separate it according to the sections to be weeded (there should be a separate list for each subject). This information will help you make decisions on what should be kept as part of the basic collection, regardless of how frequently each item has circulated.[34]

Use these lists the same way you would a drawer from the shelf list catalog, checking those items that are missing or checked out, and indicating with slips the disposal method or retention decision for each item listed. You will also be able to note those items that do not appear on the list, and add them to the automated catalog if you decide to keep them in the collection.

Items That Have Circulated in Three Years

After completing this process, use the system to create a list of all items that **have** circulated in the past three years. Repeat steps 2 through 9 of the CREWing procedures until the entire collection has been reviewed and compared with the automated lists.

Arguments Against Using Computers to CREW

This method will almost certainly take longer than the manual technique in most smaller libraries, because their systems are likely to be newer and will therefore not include all materials in the online database. It may take a year or more to input every item in the collection into the system, and using the lists to review the collection may bring more items to the librarian's attention than can be currently input.

Arguments For Using Computers to CREW

Using lists generated from the automated system will help determine which items are not currently listed in the system. It may also help prevent adding titles that will be withdrawn from the collection, although ideally, weeding will have taken place *before* the automated system is installed and running. The integrity of the automated catalog will be enhanced from the initial review of the collection, and subsequent reviews will become easier and faster each time the system is used.

---

[33]Ibid, p. 171.

[34]Hayden, Ron. "If It Circulates, Keep It," Library Journal, June 1, 1987, p. 80.

Guidelines

THE CREW GUIDELINES FOR WEEDING YOUR COLLECTION

The formulas given here for the various Dewey classes are rules of thumb based on professional opinions in the literature and practical experience. The formula in each case consists of three parts:

1) The first figure refers to the years since the book's latest copyright date (age of material in the book);
2) The second figure refers to the maximum permissible time without usage (in terms of years since its last recorded circulation);
3) The third refers to the presence of various negative factors, called MUSTIE factors.

For example, the formula "8/3/MUSTIE" means: "Consider a book in this class for discard when its latest copyright is more than eight (8) years ago; and/or, when its last circulation or inhouse use was more than three (3) years ago; and/or, when it possesses one or more of the MUSTIE factors."

Most formulas include a "3" in the usage category and a MUSTIE in the negative factors category. The figure in the age category varies considerably from subject to subject. If any one of the three factors is not applicable to a specific subject, the category is filled with an "X".

MUSTIE is an easily remembered acronym for six negative factors that frequently ruin a book's usefulness and mark it for weeding:

M = Misleading (and/or factually inaccurate)
U = Ugly (worn and beyond mending or rebinding)
S = Superseded (by a truly new edition or by a much better book on the subject)
T = Trivial (of no discernible literary or scientific merit)
I = Irrelevant to the needs and interests of your community
E = The material may be obtained expeditiously Elsewhere through interlibrary loan or reciprocal borrowing.*

In all cases, **weeding decisions ultimately depend upon the professional judgments of the library staff who are responsible for the selection of materials** in response to the needs of their library's patrons. While the MUSTIE formula may be used as a guide in making weeding decisions, **these guidelines can and should be adjusted** to meet the needs of the specific library, by substituting numbers that best reflect the library's mission and goals.[35] **Carefully consider all the factors** involved in the weeding process, rather than automatically discarding an item with an older copyright date.

[35] Weeding Manual: A Self-Help Guide for Small and Medium-Sized Public Libraries, p. 12.

*On the following pages are the CREW Guidelines by Dewey Class. An Overview Chart of the CREW Formula begins on page 57.

CREW GUIDELINES BY DEWEY CLASS

000 (Generalities)

004 (Computers)	3/X/MUSTIE	*Works on computers are seldom useful after three years.*[36] *Works on microcomputers and software have an even shorter life span, but may be kept on hand longer if there is strong community demand.*
010 (Bibliography)	10/X/MUSTIE	*Discard after ten years from the date of copyright.*
020 (Library & Info. Science)	10/3/MUSTIE	*Discard all that do not conform to current, acceptable practice.*[37]

030 (General Encyclopedias)	5/X/MUSTIE	*Stagger replacement sets over a seven year period (e.g., replace Britannica in year one, World Book in year three, Americana in year five, then a new Britannica in year seven); one new encyclopedia set at least every five years. Older sets may be sold or circulated, but withdraw circulating sets after no more than eight years.*
other 000's	5/X/MUSTIE	*Except trivia which may be kept indefinitely or until no longer considered useful or interesting.*

100 (Philosophy and Psychology)

133 (Paranormal Phenomena)	15/3/MUSTIE	*Should be kept until worn, although it will be necessary to replace lost titles every so often since this category*

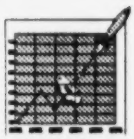
[36]"Weeding the School Library Media Collection," School Library Media Quarterly. Calgary Board of Education, Educational Media Team. Volume 12 Number 5, Fall 1984, p. 420.

[37]Ibid.

		includes the popular topics of fortune-telling, dream interpretation, and astrology.
150 (Psychology)	10/3/MUSTIE	*Try to keep abreast of new and popular topics, especially the 158's (self-help). Replace works on clinical, comparative, and developmental psychology within five to eight years.*[38]
160, 170 (Logic)(Ethics)	10/3/MUSTIE	*Value determined mainly by use. Replace worn classics with attractive trade paperback editions.*
200 (Religion) *Try to have something up-to-date on each religion represented by a church, synagogue, or other assembly in the community or region, as well as something on the well-known modern sects such as Hare Krishna.*[39] *Include timely and comprehensive information on the six major international religions: Buddhism, Christianity, Hinduism, Islam, Judaism, and Taoism.*	10/3/MUSTIE or 5/3/MUSTIE	*Use 10/3/MUSTIE except for areas of rapid change, which are 5/3/MUSTIE. (This area is difficult to weed because (a) the items are often donated and librarians fear criticism, and (b) religious works SEEM like they should be treated exceptionally, but they should not be.)*
300 (Social Sciences) *See that controversial issues are represented from all viewpoints and that information is current, accurate, and fair.*		

[38]Ibid.

[39]Weeding Manual: A Self-Help Guide for Small and Medium-Sized Public Libraries, p. 13.



310 (General Statistics) 2/X/MUSTIE *Almanacs are seldom of much use after two years; add one, discard one every year, to keep only last three years in the collection. If possible, keep one copy in reference and one in the circulating collection for any year. Otherwise, copies from past years may be transferred from reference to circulating when superseded by new editions. All public libraries in Texas should have at least one general almanac and the Texas Almanac; need only last decennial census.*

320 (Political Science) 5/3/MUSTIE *For topical books; historical materials are judged more on the basis of use: 10/3/MUSTIE.*

330 (Economics) 5/3/MUSTIE *Update items available in revised editions. Be aware of radical changes in statutes, regulations, or general climate for a particular type of investment. Well-known authors with no newer books available and items intended as histories of a particular era may be retained*[40] *if MUSTIE factors are acceptable.*

340 (Law) 10/X/MUSTIE *Replace when more current data becomes available. Never keep superseded editions, even on heavily used topics like divorce or child support.*

[40] "Weeding and Replacement Ordering Utilizing On-Line Circulation Data and Community Subject Specialists." Unabashed Librarian, Number 51, 1984, p. 20.

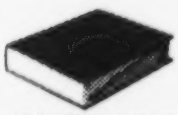
350 (Public Administration)	10/X/MUSTIE	*Keep up-to-date; replace when state and federal administrations change or constitutional reforms occur.*

360 (Social Services)	5/X/MUSTIE	*Discard career materials after five years;*[41] *older reference copies may be circulated. Pay close attention to revisions in standard test books (GED, ACT, etc.)., Some may be retained for 10 years or longer if certain sections have not changed.*

370 (Education)	10/3/MUSTIE	*Keep historical materials only if used. Discard all outdated theories; check with a teacher or principal if in doubt.*

390 (Customs, Etiquette, Folklore)

Folklore, Customs	10/3/MUSTIE	*Keep standard works; weed according to use.*
Etiquette	5/3/MUSTIE	*Keep only basic, up-to-date titles.*



400 (Language)	*10/3/MUSTIE*	*Discard old-fashioned and unsightly textbooks and outdated school grammars. Need only stock dictionaries for major foreign languages (e.g., French, Spanish, Italian, German), and any*

[41] "Weeding the School Library Media Collection," p. 421.

		other languages being studied or spoken in the community. Dictionaries: 5/3/MUSTIE.
500 (Natural Sciences)	5/3/MUSTIE	*Carefully evaluate anything over five years old, except botany and natural history.*[42] *Replace worn classics or significant historical works with new editions. Pay particular attention to the physics, environmental issues, and astronomy sections. Keep basic works of significant historical or literary value, such as Charles Darwin's classic Origin of Species, or Michael Faraday's Chemical History of a Candle. Replace worn copies with new editions.*
510 (Mathematics)	10/3/MUSTIE	*Replace older materials on algebra, geometry, trigonometry, and calculus with revised editions. Discard most titles covering slide rules and the "new math" of the 1960s.*[43]
550 (Earth Sciences)	X/3/MUSTIE	*Geology books on specific regions, especially Texas, should be kept indefinitely, or until superseded by newer editions. All general materials should be replaced when new developments occur in the field (e.g., theories about continental drift and plate tectonics have been revised in recent years). Field guides for amateur*

[42]Van Orden, Phyllis J. The Collection Program in Schools: Concepts, Practices, and Information Sources. Libraries Unlimited, Inc., 1988, p. 247.

[43]"Weeding and Replacement Ordering Utilizing On-Line Circulation Data and Community Subject Specialists." Unabashed Librarian, Number 51, p. 21.

recent years). Field guides for amateur fossil, gem, and rock hunters can be kept for up to 20 years if physical condition allows, unless the area described has changed dramatically through man-made developments and/ or natural events.[44]

570 (Life Sciences) 10/3/MUSTIE

580 (Botanical Sciences) 10/3/MUSTIE

600 (Technology, Applied Sciences)

610 (Medicine) 5/3/MUSTIE *Except Anatomy and Physiology, which change very little: X/3/MUSTIE. Keep only the current year plus one previous year (one reference, one circulating) of PDR and other prescription and over-the-counter drug directories, replacing when new editions become available. Materials on fast changing fields of research, such as AIDS, genetics, cancer, and infertility: 2/X/MUSTIE.*[45]

630 (Agriculture) 5/3/MUSTIE *Keep up-to-date; be sure to collect information on the newest techniques and hybrids if you serve farmers or ranchers. Keep the Yearbook of Agri-*

[44]Ibid.
[45]Ibid, p. 19.

		culture for the last ten years; earlier if in demand, but be wary of those with outdated and potential harmful ideas, such as pest control using DDT.
635 (Horticulture)	10/3/MUSTIE	*General gardening books may be useful for up to 20 years, so circulation is the main weeding criteria. Books about propagation of specific flowers or plants are considered outdated after 10 years. Materials that discuss the use of pesticides and chemicals: 5/3/MUSTIE.*[46]
640 (Home Economics)	5/3/MUSTIE	*Be strict with old sewing and grooming materials in which styles change rapidly. Keep cookbooks unless little used; replace worn popular titles.*[47]
649 (Child Rearing)	5/3/MUSTIE	*Keep abreast of changing trends and new theories; replace worn standards like Dr. Spock's Baby & Child Care with newer editions.*
670 (Manufacturing)	10/3/MUSTIE	*Keep books on old clocks, guns, and toys since these items are often collected. Also keep works on tools, farm implements, etc. that are still used in your community.*

[46]Ibid, p.20.
[47]Weeding Manual: A Self-Help Guide for Small and Medium-Sized Public Libraries, p. 15.

other 600's (Also Business)	5/3/MUSTIE	*Technology is making such rapid advances that any materials over five years old are to be viewed with suspicion; especially those dealing with drugs, space technology, sex education, radio, television, medicine, and office skills. (Check to see if resources contain any information of historical value).*[48] *One major exception: repair manuals for older cars and appliances should be kept as long as such items are generally kept in your community; replace when they become filthy or worn from use.*

700 (The Arts)

745 (Decorative Arts)	X/3/MUSTIE	*Retain basic technique books if well illustrated; replace worn and dated materials. Keep all materials on the history of interior design that are in acceptable condition. Discard general home decorating ideas after 10 years unless the decorating style becomes established as a distinct aspect of American interior design (e.g., "Southwestern," or "high-tech").*[49] *Keep stamp and coin catalogues up-to-date. Historical treatments of ancient, foreign, and commemorative coins may be kept indefinitely, unless the focus is market valuation, then keep no more than 5 years.*[50]

[48]Calgary Board of Education, Educational Media Team, p. 421.
[49]"Weeding and Replacement Ordering Utilizing On-Line Circulation Data and Community Subject Specialists," p. 22.
[50]Ibid, p. 21.

770 (Photography)	5/3/MUSTIE	*Check closely for outdated techniques, and especially outdated equipment; if in doubt, check with local photography club or buffs.*

790 (Recreation)	10/3/MUSTIE	*Discard and replace as rules and interests change.*
other 700's	X/X/MUSTIE	*Keep all basic materials, especially histories of art and music. Replace with new editions when they become worn and unattractive.*

800 (Literature) X/X/MUSTIE

Make a point of keeping files of assignments or reading lists from local schools, and check any discards against these lists. Asking local teachers to act as subject specialists when weeding this area is an excellent way to improve interaction within the community.

Keep basic materials, especially criticism of classic writers. Discard any works of minor writers no longer read in the local schools, unless there is an established demand among the non-student population.

900 (Geography and History)

910 (Geography and Travel)	5/3/MUSTIE	*For guidebooks (such as the Fodor series) and for descriptive or scientific geography. Some may wish to stagger orders so that no guide is more than two years old.*

10/3/MUSTIE — *For personal narratives of travel, unless of high literary or historical value.*

Other 900's — 15/3/MUSTIE — *Main factors: demand, accuracy of facts, and fairness of interpretation. Consider discarding personal narratives and war memoirs of World War II, the Korean Conflict, and Indochina War, in favor of broader histories of these conflicts, unless the author is a local person, or the book is cited in a bibliography as having an outstanding style or insight. Discard dated* ***viewpoints*** *(e.g., the McCarthy Era "World Communist Conspiracy" theory of modern history). Retain some older Revolutionary War materials if local schools assign annual reports on the subject (e.g., many schools participate in the annual DAR writing contest).*

B or 92 (Biography) — X/3/MUSTIE — *Unless the person treated is of permanent interest or importance, such as a U.S. President, discard a biography as soon as demand lessens. This rule especially applies to ghost written biographies of faddish celebrities. Poor quality biographies of major figures should be replaced with better ones, if funds permit. Biographies of outstanding literary value, such as Boswell's Life of Johnson, are to be kept until worn.*

F (Fiction) X/2/MUSTIE *Discard works no longer in demand, especially second and third copies of past bestsellers. Retain works of durable demand and/or high literary merit, but replace worn copies with new editions; a nontopical, well-written novel appealing to universal concerns will continue to circulate at a moderate rate for many years.*

E Fiction (Picture Books) X/3/MUSTIE *Evaluate all materials carefully using MUSTIE as a guide. Discard any not suitable for library use, including those with inferior bindings or any trite commercial publications that feature popular characters created merely to sell a product. Children's literature is a large part of the publishing industry; with the wealth of quality titles available, there is no excuse for keeping books with inferior stories or artwork in this section.*

JF (Juvenile Fiction) X/2/MUSTIE *Except award books and those on school reading lists (e.g., John Newbery Award, Coretta Scott King Award, Bluebonnet lists). Older, worn editions should be replaced when possible with newer hardcover or paperback editions with contemporary cover art. Evaluate closely for outdated styles, artwork, and mores, or prejudiced viewpoints. Discard if format and reading level are not appropriate to the current interest level of the book. Discard topical fiction on dated*

subjects and abridged or simplified classics in favor of the original, unless needed for slow or reluctant readers.

YA (Young Adult) Fiction 3/2/MUSTIE

Unless very popular. Keep current; any item that has not circulated within two years may be considered "dead" and removed. Discard YA fiction with outdated illustrations, story lines, or subjects. Replace older classics (e.g., The Pigman by Zindel; The Chocolate War by Cormier) with newer hardback or paperback editions.

J and YA Nonfiction

Use adult criteria for each Dewey category, but look especially for inaccuracy and triviality which are common faults of over-simplified children's nonfiction. See the section, "CREWing Children's Materials" for more detailed criteria.

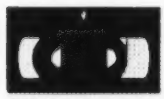
Periodicals (Also Newspapers) 3/X/X

Bind only quality periodicals in constant use for research (e.g., National Geographic) and listed in Reader's Guide and other indexes in the library. Carefully weigh the costs for binding with costs for online searching or CD-ROM format. Other periodicals used for school research projects (e.g., Time, U.S. News and World Report): 5/X/X. If financially feasible, buy microforms (film or fiche) of magazines in heavy demand.

For the local newspaper, see section, "Local History." Clip other periodicals and newspapers sparingly for the vertical file before discarding.

Vertical File and Government Documents

VF (Vertical File)	1/2/MUSTIE	*Weed the vertical file rigorously at least once a year, with the exception of photograph or picture files. For text, keep only materials (newspaper clippings, pamphlets) covering topics of current interest for which no books yet exist (often a book will be published on a subject within six months after the material is placed in the vertical file). Date all materials when added to the file.*
Government Documents	X/X/X	*Libraries that serve as official depositories of federal documents are required by law to follow established procedures governing weeding outlined in Instructions to Depository Libraries. Procedures depend on whether the library receives some or all depository publications. Generally, documents produced in more than one physical format and superseded documents may be discarded on a routine schedule. The depository must return any money made from selling discards to the Superintendent of Documents. Selective depositories not served by regional depositories must keep one copy of all documents received through the depository system, so read rules and procedures carefully.*

		Disposal of state documents may also be affected by state law.[51]
College Catalogs	2/X/MUSTIE	*Keep current; keep only those catalogs from colleges of interest to students in your area and a few universities of national importance. If possible, circulate print copies of catalogs and reserve microfilm for in-house use.*
Nonprint Media (Also AV)	WORST	*Worn out, Out of date, Rarely used, System headquarters can supply, or Trivial and faddish. Monitor statistics of use for these materials and view/ listen to them periodically to determine their condition. See the section, "CREWing Nonprint Media" for more detail on individual formats.*
 **Videocassettes**	2/1/WORST	*Examine closely after approximately 150 to 200 circulations; most commercial tapes wear out after about 250 to 350 viewings. Evaluate visual and sound quality; content accuracy; relevance of themes; and fairness of racial, cultural or sex role depiction; and the continuing relevance of material within the library's overall collection development plan.*
Local History	X/X/X	*Your library is also the logical archives of the community, and, in many cases, of the county. Retain all*

[51]Roy, Loreine. "Weeding," Encyclopedia of Library and Information Science, vol. 54, 1994, p. 382.

books on the history and geography of the city and county; <u>all</u> local newspapers (on microfilm if possible; otherwise photocopy onto acid-free paper. Brittle newspaper or fragments have little value in research); <u>all</u> accounts of travels through your immediate area; <u>all</u> memoirs of local figures; and <u>all</u> local city directories. Keep <u>most</u> books by local authors (if of even minimal literary value); and <u>some</u> genealogies of important local families. Collect local photographs, playbills, and other ephemera of possible interest to future writers in your area. If possible, start an oral history program; the audio- and videotapes created are unique, and therefore <u>not</u> subject to the WORST criteria. To prevent local history materials, particularly unique, rare, or valuable items, from becoming worn or soiled, make them noncirculating or transfer them to archival collections, perhaps in a local museum.

Donations (Also Memorials) X/X/MUSTIE *Replace worn copies with newer editions if available, or newer books on the same subjects. Gifts are subject to the same criteria as other materials; items that do not circulate should be removed when they become worn or obsolete, regardless of their source.*

Summary

WHAT TO DO WITH WEEDED BOOKS: TYPES OF DISPOSAL

The CREW method is well suited to using the simple, preprinted disposal slip (placed in each book when it is pulled) that indicates whether the book is to be sold, donated, or destroyed; or mended, rebound, or replaced. Mending should be done as soon as possible to forestall further damage, but should not require longer than fifteen minutes nor be so extensive as to ruin the materials' appearance (any item that cannot be mended within this time frame should be disposed of and replaced, if use warrants, with a newer copy or edition).

Before sending a book to a bindery, compare the cost of rebinding with the cost of a new copy or edition. Often, a new copy is almost as inexpensive and is more appealing, as a rebound volume may not be as attractive as a new book. In some cases, however, notably for out-of-print titles, rebinding is the best option. You may wish to remove and save the plastic covered dust jacket and/or barcode label from the book before sending it to the bindery, since they might possibly be reused on the rebound volume.

Basically, there are five ways to dispose of print or nonprint materials:

Sell It: to the public, either at a large annual sale or from a continuous exhibit; or to a used-book dealer or pulp dealer, usually in large lots.

Donate It: donate books to a hospital, nursing home, adult or juvenile correctional facility, charitable institution, Indian reservation, poor school district, or to a small nonsystem library struggling toward system membership.

Trade It: with another library, or with a used book dealer, for a book your library can use.

Recycle It: by utilizing a local contractor, perhaps in cooperation with local government agencies.

Destroy It: by burning in an incinerator or by tossing it into the trash. If the latter method is used, be sure the books will not be easily seen by someone passing by who might misunderstand the reasons for destroying "valuable" books.

Each method of disposal has its advantages and drawbacks, and its own preconditions:

SELLING promotes good public relations and is potentially mildly profitable if the materials have some residual value, and if selling is done with the clear understanding that the items may contain dated information. Make clear the firm policy, explained to each buyer via a sign, never to accept your own discards as donations. Mark all discards clearly to avoid donations from well-intentioned, but ill-informed, patrons. Books that cannot be sold should be recycled, destroyed or

sold with other hopeless cases to a pulp dealer (if one is within driving distance). Periodicals may also be sold to subscription agents who buy duplicate copies for resale in developing countries.[52]

DONATING is not a profitable method, but promotes even better public relations, if only very good discards are disposed of in this way. Giving away junk does not promote good public relations, nor does it help the recipients. A child care center, for example, will remember kindly your donation of picture books even if the covers are shabby. You may gain a regular customer for your prettier new picture books and a dozen regular patrons for your preschool story hour by sincerely considering the wants and needs of the recipient of your discards. If a book depository or branch is planned, you might store discarded second and third copies for such a purpose. Or consider donating duplicates in good condition to a local hospital, Indian reservation, nursing home, or an adult or juvenile correctional facility (especially paperbacks and large type books).

TRADING your "best" discards is both excellent public relations and a shrewd financial move. Trading works with only two specific classes of discard: the high quality (or, at least, well-reviewed) item that is nonetheless of no interest to your community (e.g., a shelf sitter in Del Rio might be dynamite in Pampa, and vice versa); or the occasional donated duplicate of a good book of less than two-copy demand. Inquiries about trades can be made over the phone, by letter, or as part of the business of the Texas Library Association annual conference or system meetings. A less labor-intensive and time-consuming way to advertise your own trade items or ask for others is a paragraph or two in a library system or round table newsletter.

RECYCLING services are becoming more widely available every year. Recycling not only saves resources and improves the environment, it also helps control the rising costs of new books by holding down paper prices. When the demand for recycled paper goes up and more organizations and individuals take advantage of the services, the unit cost drops. This in turn reduces paper prices to publishers who pass the savings on to consumers such as libraries.[53] Many recycling businesses now accept the "slick" paper most magazines and vendor catalogs are printed on, as well as newsprint, cardboard, glass, plastic, aluminum, and regular bond paper. Although some recycling businesses will not accept books, they still offer useful services to libraries discarding newspapers, vendor catalogs, periodicals, and copy paper. Children's books worn or damaged beyond repair may also be "recycled" by laminating the illustrations and putting them on popsicle sticks to make puppets for library storyhours, local child care centers, or teachers.

DESTRUCTION should be reserved for materials in the worst physical condition, the absolutely hopeless cases, and then only as a last resort if the books cannot be recycled or sold for pulp. The advantage of this method is that it requires minimal time and effort. The major drawback is that it derives no benefits, in money or public relations, from the discarded materials. Besides unnecessarily contributing to the already overflowing landfills, this method of disposal is also the

[52]One such company is Scholarly Publications, 2825 Wilcrest, Suite 255; Houston, TX 77042; 1-800-275-7825; TEL: (713) 781-0070; FAX: (713) 781-2112.

[53]Brisco, Georgia. "Recycling: What's In It For Libraries," American Libraries, Volume 18 Number 1, December 1987, p. 955.

likeliest to cause a "weeding controversy," since many people are shocked by the "waste" of throwing "good books" on the trash heap. Also, "book burning" has unpleasant connotations. If you can explain that only those books and nonprint items in the worst physical condition get this treatment, you may be able to avert negative publicity. Another potentially embarrassing situation that can occur is for well-intentioned patrons to "find" library books in the trash and assume vandals have put them there. For the most part, this method of disposal should be avoided.

ENCOURAGING THE HESITANT WEEDER - AN EPILOGUE

Hopefully, this manual has already shown the place of weeding in the cycle of library service, the benefits of regular CREWing, and the streamlined simplicity of the CREW method. However, there are several common objections to rigorous weeding often heard from librarians not comfortable with the task. Since they serve to justify keeping collections unweeded and unreviewed, they need to be considered in this manual.

I AM PROUD OF HAVING A LARGE SELECTION OF BOOKS FOR MY PATRONS. BESIDES, I NEED TO HAVE ENOUGH VOLUMES IN THE COLLECTION TO REMAIN A SYSTEM MEMBER.

BUT - Quality counts more than quantity, both with the patrons and with the Texas State Library. While the State Library will not disqualify you for system membership without taking other factors into consideration, annual statistics that show virtually no discards could indicate that the collection may be outmoded or growing in a haphazard fashion. **A good library is not necessarily a big library**. The level and quality of service the library can offer is of utmost importance. Of course, while the size of the collection is still very near the minimum required, it simply cannot be weeded quite as strictly as a library collection safely over the requirement. Once the volume count exceeds the library's shelf capacity, however, full-scale CREWing should be done in earnest. For service, efficiency counts more than raw size.

I DON'T HAVE THE STAFF TIME. WE ARE TOO BUSY PERFORMING MORE CRITICAL LIBRARY TASKS.

BUT - If you have the time to select new books, then you have the duty to weed those that are no longer useful to your collection. Your library's image, credibility, and quality of service are at stake. To help find the needed time, make it a regular part of your routine, and use the guidelines in this manual to help make it a time-efficient process.[54]

IF I THROW THIS BOOK OUT, I JUST KNOW SOMEONE WILL ASK FOR IT TOMORROW.

BUT - This situation seldom actually occurs and is certainly less common than a patron asking for a book you decided not to acquire for the library in the first place. A detailed weeding study conducted over a three-year period at Yale University revealed that in two years only 3 1/2% of the weeded items were asked for.[55] The "weeded needed" will be few, their absence less harmful to public relations than a habitually cluttered and unreliable collection, and most likely they

[54] Weeding Manual: A Self-Help Guide for Small and Medium-Sized Public Libraries, p. 25.
[55] Weeding Library Collections: Library Weeding Methods, 3rd edition, 1989, p. 50, 52.

are still accessible through interlibrary loan. Moreover, CREW cuts down on the number of "asked-for unacquired," by alerting the librarian to gaps, losses, and the full range of materials available.

WELL, THIS OLD BOOK MAY BE RARE AND VALUABLE, EVEN A FIRST EDITION!

BUT - Even if the old book dates back before 1900, chances are one in several thousand that it is worth even as much as $25.00. Only a handful of unique copies, authors' personal copies, or other treasures sell for more than this amount. Old books are overwhelmingly rubbish or cheap curios. They almost never deserve the glass-fronted cases or separate stacks they too often receive at the expense of library space, time, money, and usefulness. "First Editions" are also worth very little, especially when "damaged" by library markings and worn by use, except in rare cases where only a handful of copies remain. The first edition of an unimportant book is worthless, even if it is unique. A high-priced ($30.00 or more) First Edition is almost always a classic or near-classic that was not appreciated when first published. If you have never heard of the title, it almost certainly is not of this sort.

If you still think you have a valuable book, send a detailed description of it (more than is found on the catalog card, and including a physical description with condition and any printer's marks) to a reputable antiquarian book dealer for their estimated auction value of the book (most real rare books are sold at auctions in New York or London). Otherwise, take the possibly rare book to a major resource center library to check the description against those listed in American Book Prices Current, which lists auction prices from the past year. Another resource worth checking is Bookman's Price Index, which lists asking prices taken from dealers' catalogs. A complimentary volume to use in tandem with Bookman's is Texana Catalogue Prices (volume 8, 1990) by Shelley and Richard Morrison, published by the William Morrison Company.

IF I DISCARD A BOOK BECAUSE IT HAS NOT BEEN USED, ISN'T THAT ADMITTING PUBLICLY THAT I MADE A MISTAKE IN SELECTING IT?

SO? Every librarian makes those kinds of mistakes. Selection is not based on scientific formulas or objective measurements. To a very large extent, selection must be based on the librarian's judgment of books and people. Judgment can be sharpened by training and experience, but it can never be made infallible.

ISN'T WEEDING REALLY JUST IRRESPONSIBLE DESTRUCTION OF PUBLIC PROPERTY?

NO. As explained in the first part of the manual, weeding is a very constructive process that increases the library's ability to give a "full service value per dollar"

and that improves the appearance and comfort of the library building. As for "irresponsibility," the CREW method's very first step involves checking any possible legal constraints specifically to avoid violating civic responsibilities. Further, destruction by trashing or burning is not the only method of disposal; in fact, it is the last-choice option.

WE NEED TO HAVE SOMETHING (OR ANYTHING) ON THIS SUBJECT. AND WE NEED EVERY COPY OF THIS CLASSIC FOR THE SCHOOL RUSH.

BUT - Consider the options: Those extra copies could be kept in a storage room until the rush or replaced with clean, easy-to-store, attractive, inexpensive paperbacks. If "something" is needed on a subject, then a good resource that will be used is called for. If it will not be used, even the only book on a subject, such as paleobotany, is simply cluttering the shelves. If an unused book clutters, an inaccurate book is worse. If you really need a resource on a particular subject, acquire something new, accurate, well-written, and sturdily bound.

Remember that CREWing entails a **continuous** process of **review**, **evaluation** and **weeding**. Weeding itself should be an ongoing, routine part of the work schedule, not a onetime operation. Maintaining this cyclical process will prevent the buildup of unused, unwanted and damaged materials, which in turn leads to a monumental weeding task after months or years of neglect. In the long run, CREWing actually improves the quality of your library and enhances its reputation for providing accurate and dependable service in uncluttered, pleasant surroundings. In the short run, it augments the library director's professional judgment and working knowledge of the collection.

The point of weeding, and of CREWing, and of all other library functions, technical or public, is to provide your patrons with better service, clearer access to the world's knowledge, and entertainment. By streamlining your collection for efficient and reliable use, you are making it easier and faster for the people of your community to find the facts, phrases, and stories they need. Therefore, take this manual and discuss the matter with your Board. Think about it for a while. Then, start working toward efficient, effective service and a high quality collection.

Start weeding this year!

OVERVIEW CHART OF CREW FORMULAS

Dewey Class		
000	004	3/X/MUSTIE
	011	10/X/MUSTIE
	020	10/3/MUSTIE
	030	5/X/MUSTIE
	Others	5/X/MUSTIE
100	133	15/3/MUSTIE
	150	10/3/MUSTIE
	160	10/3/MUSTIE
200		10/3/MUSTIE or 5/3/MUSTIE
300	310	2/X/MUSTIE
	320	5/3/MUSTIE (Topical) 10/3/MUSTIE (Historical)
	330	5/3/MUSTIE
	340	10/X/MUSTIE
	350	10/X/MUSTIE
	360	5/X/MUSTIE
	370	10/3/MUSTIE
	390	5/3/MUSTIE (Etiquette) 10/3/MUSTIE (Folklore/Customs)
400		10/3/MUSTIE
500	510	10/3/MUSTIE
	550	X/3/MUSTIE
	570	10/3/MUSTIE
	580	10/3/MUSTIE
600	610	5/3/MUSTIE
	630	5/3/MUSTIE
	635	10/3/MUSTIE
	640	5/3/MUSTIE
	649	5/3/MUSTIE

	690	10/3/MUSTIE
	Others	5/3/MUSTIE
700	745	X/3/MUSTIE
	770	5/3/MUSTIE
	790	10/3/MUSTIE
	Others	X/X/MUSTIE
800		X/X/MUSTIE
900	910	5/3/MUSTIE (Geography and Guide Books) 10/3/MUSTIE (Personal Narratives)
	Others	15/3/MUSTIE
B or 92 (Biography)		X/2/MUSTIE
F (Fiction)		X/2/MUSTIE
E Fiction (Picture Books)		X/2/MUSTIE
JF (Juvenile Fiction)		X/2 MUSTIE
YA (Young Adult) Fiction		3/2/MUSTIE
J & YA Non-Fiction		Use Adult Criteria
Periodicals/Newspapers		3/X/X
VF (Vertical File)		1/2/MUSTIE
Government Documents		X/X/X
College Catalogs		2/X/MUSTIE
NP (Nonprint Media, also AV)		WORST (See page 46)
Videocassettes		2/X/WORST
Local History		X/X/X
Donations (Also Memorials)		X/X/MUSTIE

Bibliography and Appendixes

BIBLIOGRAPHY

Standard Selective Bibliographies

Arozena, Steven. Best Books for Public Libraries: The 10,000 Top Fiction and Nonfiction Titles. New York: R. R. Bowker, 1992.

Best Books for Children: Preschool Through Grade 6. 5th ed. John T. Gillespie and Corinne J. Naden (eds.). New York: R. R. Bowker, 1994.

The Black Experience in Children's Books. New York: New York Public Library, 1989.

*Bowker's Complete Video Directory, 3 Volumes. R. R. Bowker Staff (eds.). New York: R. R. Bowker, 1994.

*Dobie, J. Frank. Guide to Life and Literature of the Southwest. Rev. ed. Dallas: Southern Methodist University, 1981. *(A useful guide to Texana; cites what is worth keeping in older Texana collections.)*

The Elementary School Library Collection: A Guide to Books and Other Media. 19th ed. Lauren K. Lee (ed.). Williamsport, PA: Brodart Company, 1994.

Gallant, Jennifer J. Best Videos for Children and Young Adults. ABC-CLIO, 1990.

Index to Collective Biographies for Young Readers. 4th ed. Karen Breen (ed.). New York: R. R. Bowker, 1988.

Lima, Carolyn W. and John A. Lima. A to Zoo: Subject Access to Children's Picture Books. 4th ed. New York: R. R. Bowker, 1993.

Magazines for Libraries. 7th ed. Bill Katz and Linda S. Katz (eds.). New York: R. R. Bowker, 1992.

Multicultural Literature for Children and Young Adults: A Selected Listing of Books 1980-1990 By and About People of Color. 3rd ed. Ginny M. Kruse and Kathleen T. Horning (eds.). Diane Publications, 1993.

Reader's Advisor. 14th ed. (6 Volumes). New York: R. R. Bowker, 1993.

*Reference Sources for Small and Medium-Sized Public Libraries. 5th ed. Lang, Jovian P. (ed.). Chicago: ALA, Reference and Adult Services Division Ad Hoc Committee, 1992.

*Highly Recommended

Most of the titles listed in this bibliography are available on loan from the Library Science Collection; Texas State Library; P. O. Box 12927; Austin, TX 78711; 1-800-252-9386. Anne Ramos, LSC Librarian.

Robertson, Debra. Portraying Persons with Disabilities: An Annotated Bibliography of Fiction for Children and Teenagers. New York: R. R. Bowker, 1992.

*The Young Adult Reader's Advisor: New Student Edition of Bowker's Classic Guide to Literature. Volumes 1 & 2. New Providence, NJ: R. R. Bowker, 1992.

Science Experiements Index for Young People: Update 91. Updated ed. Littleton, Colorado: Libraries Unlimited, 1992.

*Wilson Standard Catalog Series:

Children's Catalog. 16th ed. Bronx, New York: H.W. Wilson, 1991.

Senior High School Library Catalog. 14th ed. Bronx, New York: H.W. Wilson, 1992.

Public Library Catalog. 10th ed. Bronx, New York: H.W. Wilson, 1994.

Junior High School Library Catalog. 6th ed. Bronx, New York: H.W. Wilson, 1990.

Fiction Catalog. 12th ed. Bronx, New York: H.W. Wilson, 1991.

Indexes (Consider keeping books that are indexed in these standard works.)

*Granger's Index to Poetry. 6th ed. New York: Columbia University Press, 1973 (includes supplements).

Index to Poetry for Children and Young People: 1988-1992. Blackburn, G. Meredith III (ed.). Bronx, New York: H. W. Wilson, 1994. (Other Volumes: 1964-1969, 1970-1975, 1976-1981, 1982-1987).

*Play Index. Bronx, New York: H. W. Wilson, 1983. (Other Volumes: 1949-1952, 1953-1960, 1961-1967, 1968-1972, 1973-1977, 1978-1982, 1983-1987).

*Play Index, 1988-1992. Bronx, New York: H. W. Wilson, 1993.

*Short Story Index, 1989-1993. Cook, Dorothy E. and Isabel S. Monro (eds.). Bronx, New York: H. W. Wilson, 1994. (Other Volumes: 1900-1949, 1950-1954, 1955-1958, 1959-1963, 1964-1968, 1969-1973, 1974-1978, 1979-1983, 1984-1988).

*Highly Recommended.

Most of the titles listed in this bibliography are available on loan from the Library Science Collection; Texas State Library; P. O. Box 12927; Austin, TX 78711; 1-800-252-9386. Anne Ramos, LSC Librarian.

Further Readings

Bazirjian, Rosann. "The Ethics of Library Discard Practices," Legal and Ethical Issues in Acquisitions. Haworth Press, 1990, pp. 135-146.

Buckingham, Betty Jo. Weeding the Library Media Center Collections. Iowa State Dept. of Public Instruction, Des Moines, 1984.

Curley, Arthur. Building Library Collections. 6th ed. Metuchen, New Jersey: Scarecrow Press, 1985.

"Evaluating Library Collections: An Interpretation of the Library Bill of Rights," (interpretation and history as amended July 1, 1981) Intellectual Freedom Manual, 4th ed. Chicago, IL: American Library Association, 1992, pp. 58-60.

Guide for Written Collection Policy Statements. Bryant, Bonita (ed.). Chicago: American Library Association, 1989.

Guide to Review of Library Collections: Preservation, Storage, and Withdrawal. Chicago: American Library Association, 1991.

Nicholls, Paul T., Ph.D. CD-ROM Buyer's Guide & Handbook: The Definitive Reference for CD-ROM Buyers, 3rd ed. Wilson, Connecticut: Eight Bit Books, 1993.

Nonbook Media: Collection Management and User Services. John W. Ellison and Patricia Ann Coty (eds.). Chicago: American Library Association, 1987.

Roy, Loreine. "Weeding," Encyclopedia of Library and Information Science, Vol. 54. Marcel Dekker, Inc., 1994, pp. 352-398.

Scholtz, James C. Developing and Maintaining Video Collections In Libraries. Santa Barbara, CA: ABC-CLIO, 1988.

*Scholtz, James C. Video Policies and Procedures for Libraries. Santa Barbara, CA: ABC-CLIO, 1991.

*Slote, Stanley J. Weeding Library Collections: Library Weeding Methods. 3rd ed. Littleton, Colorado: Libraries Unlimited, 1989.

Van Orden, Phyllis J. The Collection Program in Schools: Concepts, Practices, and Information Sources. Libraries Unlimited, Inc., 1988.

*Highly Recommended.

Most of the titles listed in this bibliography are available on loan from the Library Science Collection; Texas State Library; P. O. Box 12927; Austin, TX 78711; 1-800-252-9386. Anne Ramos, LSC Librarian.

Weeding and the Maintenance of Reference Collections. Pierce, Sydney J. (ed). Haworth Press, 1990.

Weingand, Darlene E. Administration of the Small Public Library. 3rd ed. Chicago: American Library Association, 1992.

Booklets and Pamphlets

Boll, John J. To Grow Or Not To Grow (LJ Special Report #15). New York: R. R. Bowker Co., 1980.

Brown, Carol. De-Acquisitions: Some Guidelines for Weeding Library Collections (Created for the Houston Area Library System), n.d.

Hennepin County Library. Circulating Collection Management Manual. Materials Selection Section, Collection and Special Serivces Division, 1993.

Holster, Debra. "Weeding Your Video Collection," Roundup: Your Source for Innovative Ideas. The Newsletter of the North Texas Library System, Vol. 15 No. 5, May/June 1993.

Reasons for Weeding (Technical Leaflet #30). Austin, Texas: Texas State Library, Field Services Division, 1969.

Sample Policy Statement for Public Libraries in Texas. Austin, Texas: Texas State Library, Field Services Division, 1969.

*Weeding the Children's Book Collection. (Technical Leaflet #53), Austin, Texas: Texas State Library, Field Services Division, 1971.

Weeding Manual: A Self-Help Guide for Small and Medium-Sized Public Libraries. Wyoming State Library, Division of the Department of Administration and Information, 1992.

*Weeding the Small Library Collection (Small Libraries Project Pamphlet #5, Supplement A, Rev. Ed.). Chicago: American Library Association, 1972.

Periodical Articles

Brawner, Lee B. and Ernestine Clark. "Anatomy of a Library's Experience with Four Book Sales," Public Library Quarterly. Vol. 6:9-24, Fall 1985.

*Highly Recommended.

Most of the titles listed in this bibliography are available on loan from the Library Science Collection; Texas State Library; P. O. Box 12927; Austin, TX 78711; 1-800-252-9386. Anne Ramos, LSC Librarian.

Bowron, Albert. "How Does Your Garden Grow?: Too Many Libraries Have Rather Sketchy Discard Policies," Canadian Library Journal. Vol. 47:83-4, April 1990.

Briscoe, Georgia. "Recycling: What's In It For Libraries," American Libraries, Vol. 18 No. 1, December 1987.

Butt, Carolyn R. "Weeding: A Job For the Strong of Heart," Indiana Media Journal. Vol. 11:30-2, Summer 1989.

*Carey, Cathy. "Survival Weeding," Collection Building. Vol. 10 No. 3-4:20-1, 1989.

Calgary Board of Education, Educational Media Team. "Weeding the School Library Media Collection." School Library Media Quarterly, Vol. 12 No. 5, Fall 1984, pp. 419-425.

Duckett, Robert J. "Beyond the Stacks: Book Disposal and the Librarian's Torment," Library Association Record. Vol. 92:433-5, June 1990.

Dudley, Edward P. "Libraryland; Warning: This Column Contains References to Actual Books (Book Disposal Controversy)," Library Association Record. Vol. 92:627, September 1990.

Goldberg, Beverly. "Librarian Defends Weeding to Cost-Conscious Commissioners (of Macomb County, Michigan)," American Libraries. Vol. 22:283+, April 1991.

Hayden, Ron. "If It Circulates, Keep It," Library Journal. Vol. 112: 80-2, June 1, 1987.

Hayden, Ron. "Some Collection Development Hints," (reprinted from Library Journal, June 1, 1987) The Unabashed Librarian. Vol. 68:9, 1988.

Johnson, Douglas A. "Weeding a Neglected Collection," School Library Journal. Vol. 36:48, November 1990.

Krabbe, Natalie. "It's Weeding Time Again," School Library Journal. Vol. 33:42, May 1987.

Mangino, Arlene. "Selling Your Unwanted Periodicals," Serials Review. Vol. 11:65-6, Fall 1985.

McKie, Michael. "Weeding in the Branch Library," The Public Image. Winter 1993, p. 6.

*Nichols, Margaret Irby. "Weeding the Reference Collection," Texas Library Journal. Vol. 62:204-6, Winter 1986.

*Highly Recommended.

Most of the titles listed in this bibliography are available on loan from the Library Science Collection; Texas State Library; P. O. Box 12927; Austin, TX 78711; 1-800-252-9386. Anne Ramos, LSC Librarian.

Nolan, Christopher W. "The Lean Reference Collection: Improving Functionality Through Selection and Weeding (Guidelines for Placing Sources in Reference Collections)," College and Research Libraries. Vol. 52:80-91, January 1991.

Pitman, Randy. "AV Frontier," Wilson Library Bulletin, October 1988.

Prince George's County Memorial Library System (Maryland). "Weeding and Replacement Ordering Guidelines: the Arts," The Unabashed Librarian. Vol. 57:3, 1985.

*Reed-Scott, Jutta. "Implementation and Evaluation of a Weeding Program," Collection Management. Vol. 7:59-67, Summer 1985.

Roberts, Helene E. "The Visual Document: Historical Value of Art Reproductions," Art Libraries Journal, Vol. 13 No. 2:5-8, 1988.

Roy, Loriene. "Does Weeding Increase Circulation?" A Review of the Related Literature," (bibliographical essay) Collection Management, Vol. 10 No. 1-2:141-56, 1988.

*Roy, Loriene. "Weeding Without Tears: Objective and Subjective Criteria Used in Identifying Books to be Weeded in Public Library Collections," Collection Management. Vol. 12 No. 1-2: 83-93, 1990.

Rutledge, Jane. "Used Book Sales: Some Practical Advice," (reprinted from FOK'L Point) Show-Me Libraries. Vol. 36:22-5, March 1985.

Sands, John L. "CD-ROM Destruction (Intentional!): What to do With Out of Date Disks," CD-ROM Professional. Vol. 4:58-9, March 1991.

*Stueart, Robert D. "Weeding of Library Materials: Politics and Policies," Collection Management. Vol. 7:47-58, Summer 1985.

Wall, Eugene. "An Objective Method of 'Weeding' Bibliographic Databases," Journal of the American Society for Information Science. Vol. 37:256-60, July 1986.

"Weeding and Replacement Ordering Utilizing On-Line Circulation Data and Community Subject Specialists," The Unabashed Librarian, 1984, No. 51: 19-20.

*Young, Diane J. "Weed-U-Matic Weeding (Tips for Organizing a Weeding Project), The Unabashed Librarian. No. 78:3, 1991.

*Highly Recommended.

Most of the titles listed in this bibliography are available on loan from the Library Science Collection, Texas State Library, P. O. Box 12927, Austin, TX 78711; 1-800-252-9386. Anne Ramos, TSC Librarian.

Periodicals

Collection Management. The Haworth Press, 28 East 22 Street, New York, New York, 10010, (212) 228-2800. Quarterly; $48.00/year; indexed in or abstracted by *Current Awareness: Library Literature (CALL)*, and *Library and Information Science Abstracts (LISA)*.

A quarterly journal devoted to the theories, practices, and research findings involved with the modern management of library collections. The journal presents articles dealing with problems facing libraries today in the efficient management of their collections such as weeding library collections, no-growth collections, secondary storage, resource sharing, collection management, and budget allocations and development. The journal will also aim toward the betterment of library collections in terms of satisfying user needs within budgetary and other resource constraints.

APPENDIX A

COMPUTER SAMPLING[1]

-1- Items Checked Out Prior to Present Use	-2- Items Added After System Installed	-3- Total # From Columns 1 & 2	-4- Items Added When System 1st Installed	-5- Total # From Column 4	-6- Total # From Columns 3 & 5

Percentage of the circulating collection to be retained: _____%
(Divide the total in column 3 by the total in column 6 to find the percentage.)

[1]Slote, Stanley J. Weeding Library Collections: Library Weeding Methods, 3rd. ed., p. 165.

DISPOSAL SLIP OF THE _____ LIBRARY

( ) Bindery
( ) Mend/Preserve
( ) Promote
( ) Donate to _____
( ) Trade with _____
( ) Check database for other locations of this title
( ) Discard
( ) Book sale
( ) Replacement/New Edition

Other locations of this title: _____
Title to replace this volume: _____

✂

DISPOSAL SLIP OF THE _____ LIBRARY

( ) Bindery
( ) Mend/Preserve
( ) Promote
( ) Donate to _____
( ) Trade with _____
( ) Check database for other locations of this title
( ) Discard
( ) Book sale
( ) Replacement/New Edition

Other locations of this title: _____
Title to replace this volume: _____

✂

DISPOSAL SLIP OF THE _____ LIBRARY

( ) Bindery
( ) Mend/Preserve
( ) Promote
( ) Donate to _____
( ) Trade with _____
( ) Check database for other locations of this title
( ) Discard
( ) Book sale
( ) Replacement/New Edition

Other locations of this title: _____
Title to replace this volume: _____

✂

DISPOSAL SLIP OF THE _____ LIBRARY

( ) Bindery
( ) Mend/Preserve
( ) Promote
( ) Donate to _____
( ) Trade with _____
( ) Check database for other locations of this title
( ) Discard
( ) Book sale
( ) Replacement/New Edition

Other locations of this title: _____
Title to replace this volume: _____